

SUBJECT: UNDERSTANDING THE ADJUDICATION PROCESS

LESSON NAME: YOU BE THE JUDGE

Overview	
Time Needed	60 minutes
Materials Needed	<ul style="list-style-type: none"> • Case Study Handout • Group Roles Handout • Disposition Options Handout • Chalkboard & Chalk (or white board and dry erase markers) • White Cardstock Paper
Learning Objectives	<p>Participants will be able to:</p> <ol style="list-style-type: none"> 1. Identify the roles & responsibilities of the people in the courtroom Discuss alternatives to the incarceration of juvenile offenders (minors)
Common Core Standards Met	<p>History & Social Studies (Grades 6-8)</p> <p>www.corestandards.org/read-the-standards/</p> <p>CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>Speaking & Listening (Grade 7)</p> <p>CCSS.ELA-Literacy.SL.7.1.c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>CCSS.ELA-Literacy.SL.7.1.d Acknowledge new information expressed by others and, when warranted, modify their own views.</p>

Step By Step	
Anticipate	Participants will be educated on the roles and responsibilities of key players in the courtroom as well as the disposition hearing.
Explain	In today's lesson, the class will learn the roles and responsibilities of the people who you would see in the courtroom. Inform them that they will participate in a mock disposition hearing as judges, attorneys, and probation officers.
Discussion	<p>Ask participants:</p> <ul style="list-style-type: none"> • Who do you see in the courtroom? • What are their roles? <p>Write their responses on the board.</p> <p>Ask participants if they are they are familiar with a "disposition hearing." Tell them after a minor admits or is found delinquent after a fact-finding hearing to the charges against them, they will have a dispositional hearing before a juvenile court judge. A dispositional hearing is similar to a sentencing hearing for an adult. Give them examples of dispositions: probation, detention, treatment, community service, etc.</p>
Assign	<p>Divide the class into four groups:</p> <ul style="list-style-type: none"> • Group #1 – The Judge • Group #2 – The Defense • Group #3 – The Prosecution • Group #4 – Probation <p>Prepare the classroom to mirror a courtroom setting with the judge's bench at the front of the classroom and the attorneys placed at each side of the of the judge's bench, facing the judge. Fold card stock paper in half vertically and write the words: "Judge", "Plaintiff", and "Defendant" on one side. Place the place cards on the respective tables.</p>
Distribute	<p>Case Study, Disposition Options, and Group Roles Handout.</p> <ul style="list-style-type: none"> • Read the Case Study provided and clarify the facts. Remind participants that this is the disposition phase of the juvenile

	<p>process, and that the minor has already admitted to the petition.</p> <ul style="list-style-type: none"> • Briefly explain how to use the Disposition Options Handout. • Read the Group Roles Handout and clarify each role to ensure that participants understand their roles.
<p>Activity</p>	<p>Have participants with the same role group together. Instruct them to select a group leader who will represent them during the hearing. Participants will need to prepare their recommendations for disposition and the reasons for their recommendations. Walk around to each group to ensure that they understand the assignment and answer any questions they may have. Give the groups enough time to prepare.</p> <p>While the attorneys and probation officers are preparing their cases, meet with the judges to review the court procedure:</p> <ul style="list-style-type: none"> • After the case is called, the judge will ask the prosecutor to state his/her name and their recommendation for disposition. The prosecutor will then give his/her reasons for their recommendation. The judge can ask questions, if any. • The judge will ask the defense counsel to state his/her name and their recommendation. The defense counsel will also give the reasons for their recommendation. The judge can ask questions, if any. • The judge will ask probation for their recommendation and their reason for the recommendation. The judge can ask questions, if any. • The judge must reach a decision based on the arguments given by each side and will then fill out the Disposition Options handout. The judge’s decision will be announced when the court is called back into session. <p>After each group has been given ample time, ask participants if there are any final questions before the hearing starts.</p> <p>You will begin the hearing by stating: “All rise! The Honorable _____ (insert name) presiding. Please be seated.” You will then announce the case: “The People of Guam vs. R.C.”</p> <p>The judge will begin asking his questions and will follow the outline above.</p> <p>Meet with the judges after everyone else has made their recommendations to the court. Ask the judges what their decision is,</p>

	<p>and how they came to that decision. The case will be called into session again and the judge will announce his/her decision. Court will then adjourn.</p> <p>**Lesson adapted from StreetLaw, Inc. found at http://streetlaw.org/en/resource_library</p>
Discussion	<p>Debrief with participants:</p> <ul style="list-style-type: none">• How did you feel about the court's decision?• Do you think this is a fair process?• What would you have changed?• Should other people be considered during the decision-making process?• Did they like playing the role they were assigned to? Why or why not?